

# ENGLISH LANGUAGE LEARNERS (ELL) PATHWAYS FOR REFUGEES

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# INTRODUCTION TO REFUGEE ELL PROFILES

**M**any refugees who resettle in the Salt Lake Valley need to develop language skills, which are necessary for them to secure well-paying jobs or participate in training that will help them secure well-paying jobs. The challenges for private non-profit and government relief and training agencies who work closely with refugees are that refugees come with varying degrees of English language ability and the type and amount of previous education in their first language.

Up to this point, there has been no attempt in the Salt Lake Valley to provide detailed descriptions of these learners. Classifying refugees based on the following profiles is important because research has shown that students who have strong first language oral and academic skills can progress with second language learning at a much faster rate than those who have limited first language oral and literacy skills.

The profiles below identify common characteristics of refugees based on their first and second oral language and literacy development. While these profiles will not capture all of the variability manifest in various refugee populations, a classification system helps to ensure that most refugee learners will begin with the instruction that is best geared towards their specific language and training needs.

Five different education and employment pathways have been determined:

- 1. Emergent Reader**
- 2. English One**
- 3. English Plus**
- 4. U.S. High School Graduate**
- 5. Professional**

The Refugee ELL Profiles Chart summarizes the first language oral and literacy skills, academic experience, realistic goals and suggested programs. Detailed descriptions follow for each profile and the associated available education programs.

## REFUGEE ELL PROFILES SUMMARY

	Years of Previous Education	English	Realistic Goals	Suggested Pathways:
<b>Emergent Reader</b>	0-6	Low (ELL 1-2)	<ul style="list-style-type: none"> <li>Short term: Entry level job</li> <li>Long term: Entry level job lead</li> <li>Increase home stability to improve children's ability to succeed</li> <li>Move from no English to low English with one year of intensive study</li> </ul>	<b>Intensive English</b> <ul style="list-style-type: none"> <li>English Skills Learning Center – Life Skills, Empowering Parents (2-10 hrs/wk)</li> <li>Granite Peaks (6-20 hrs/wk)</li> <li>Refugee &amp; Immigrant Center – Asian Association of Utah (15-25 hrs/wk)</li> </ul> <b>English/work training, then work</b> <ul style="list-style-type: none"> <li>LDS Humanitarian Center (40 hrs/wk)</li> </ul>
<b>English One</b>	6-12	Low (ELL 1-4)	<ul style="list-style-type: none"> <li>Short term: Entry level job</li> <li>Long term: Specialized training</li> <li>Long term: Living wage job</li> <li>Move from low English to med/high English with one year of intensive study</li> </ul>	<b>Intensive English</b> <ul style="list-style-type: none"> <li>English Skills Learning Center – Job Readiness (2-10 hrs/wk)</li> <li>Granite Peaks (6-20 hrs/wk)</li> <li>Refugee &amp; Immigrant Center – Asian Association of Utah (15-25 hrs/wk)</li> </ul> <b>English/work training, then work</b> <ul style="list-style-type: none"> <li>LDS Humanitarian Center (40 hrs/wk)</li> </ul>
<b>English Plus</b>	6-12	Med/ High (ELL 3-6 / Adult Basic Education (ABE) 1-2)	<ul style="list-style-type: none"> <li>Short term: Entry level job</li> <li>Long term: General Education Development (GED)/High School Completion (HSC)</li> <li>Long term: Specialized training</li> <li>Long term: Living wage job</li> </ul>	<b>Entry level job + Part time ELL/GED</b> <ul style="list-style-type: none"> <li>Granite Peaks (6-20 hrs/wk)</li> <li>Horizonte (6-20 hrs/wk)</li> </ul> <b>Short term training, then work</b> <ul style="list-style-type: none"> <li>Utah Refugee Education &amp; Training Center (depending on type of job training)</li> <li>Salt Lake Community College</li> </ul>
<b>U.S. High School Graduate (young adults with U.S. diploma)</b>	12	High	<ul style="list-style-type: none"> <li>Short term: Entry level job</li> <li>Short term: Specialized training, Salt Lake Community College</li> <li>Long term: college/university</li> <li>Long term: Living wage job</li> </ul>	<b>Entry level job + Salt Lake Community College (SLCC)</b> <ul style="list-style-type: none"> <li>SLCC 900 level classes</li> <li>SLCC credit classes</li> </ul> <b>Short term training, then work</b> <ul style="list-style-type: none"> <li>Utah Refugee Education &amp; Training Center (depending on type of job training)</li> <li>Salt Lake Community College</li> </ul>
<b>Professional</b>	12+	Any (ELL 1-6 / ABE 1-4)	<ul style="list-style-type: none"> <li>Short term: Bring up English skills, may need to work entry level job until English is at a med/high level</li> <li>Specialized training options</li> <li>Decide how/if to transfer professional skills to a similar field here</li> <li>Move from low English to med/high English with one year of intensive study</li> </ul>	<b>Entry level job + Part time ELL</b> <ul style="list-style-type: none"> <li>Granite Peaks</li> <li>Horizonte</li> <li>English Language Institute (ELI) University of Utah Continuing Education</li> </ul> <b>Short term training, then work</b> <ul style="list-style-type: none"> <li>Utah Refugee Education &amp; Training Center (dependent on type of job training)</li> <li>Salt Lake Community College</li> </ul>

# REFUGEE ELL PROFILE: EMERGENT READER

**Years of previous education: 0-6** (adults who have not completed primary education in native language)

**English level: Low**

## Realistic Goals:

- Short term: Entry level job
- Long term: Entry level job lead
- Increase home stability to improve children's ability to succeed
- Move from no English to low English with one year of intensive study

## Suggested Pathways:

### Intensive English together with entry level employment such as Deseret Industries

- English Skills Learning Center – Life Skills or Empowering Parents
  - 3-10 hours/week • Various times of day
  - Locations throughout the Salt Lake Valley
- Granite Peaks – Literacy classes
  - 6-20 hours/week • Morning or evening
  - 3900 South 500 East, Salt Lake City, UT
- Refugee & Immigrant Center – Asian Association of Utah – Literacy classes
  - 15-25 hours/week • Morning ELL, afternoon computers
  - 155 South 300 West, Salt Lake City, UT
- Sunnyvale Neighborhood Center (585 West 3900 South, Salt Lake City, UT)
  - 9 a.m. – 12 p.m. ELL

### English/work training, then work

- LDS Humanitarian Center
  - 40 hours/week (20 hours work, 20 hours English)
  - Earn full time income
  - 1665 South Bennett Road (2000 West), Salt Lake City, UT

## Challenges:

- Adults with limited or no previous education will require more time to learn basic English skills

## Example Success Story:

Zeynab arrived in the United States in 2005 from Liberia. She is a single mother of seven children and also supports her elderly mother. Zeynab enrolled in Granite Peaks literacy classes for a year, then completed one year of work training at Deseret Industries. She was hired at the downtown Walmart and has worked there continuously for the last eight years. She has been a successful worker and was recently made the department supervisor. Zeynab has been successful in work due to her excellent work ethic and improving verbal English skills, despite her literacy skills remaining low.

Zeynab's employment stability has made it possible for her seven children to be successful in school. Six of the seven children graduated from U.S. high schools, and all of them are attending Salt Lake Community College or other colleges. All of the children have been able to hold jobs while they attend college classes.

# REFUGEE ELL PROFILE: ENGLISH ONE

## Years of previous education: 6-12

## English level: Low beginning ELL

- Speaking: Learners have the ability to organize and produce spoken language in routine and familiar situations with some control of grammar and intonation.
- Listening: Learners can monitor comprehension, clarify purpose for communication and can understand simple phrases and sentences in context when spoken slowly with some repetition.
- Reading: Learners can determine the purpose for reading by using pre-reading strategies, read common sight words and understand sentence level reading. Learners can comprehend simple sentence level discourse with familiar vocabulary and frequent re-reading.
- Writing: Learners can determine a purpose for writing; can write a simple sentence using familiar words and phrases to describe familiar objects, events and experiences; can correctly implement simple punctuation; and can demonstrate some control of basic grammar and spelling.

## Realistic Goals:

- Short term: Entry level job
- Long term: Specialized training
- Long term: Living wage job
- Move from low English to med/high English with one year of intensive study

## Suggested Pathways:

<b>Intensive English together with entry level employment</b>	
<ul style="list-style-type: none"><li>• English Skills Learning Center – Job Readiness<ul style="list-style-type: none"><li>• 15 hours/week</li><li>• Utah Refugee Education and Training Center 250 West 3900 South, Salt Lake City, UT</li></ul></li><li>• Granite Peaks<ul style="list-style-type: none"><li>• 6-20 hours/week • Morning or evening</li><li>• 3900 South 500 East, Salt Lake City, UT</li></ul></li><li>• Granger High School • 3580 South 3600 West, West Valley City, UT<ul style="list-style-type: none"><li>• Evening only</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Horizonte<ul style="list-style-type: none"><li>• 30 hours/week • Morning or evening</li><li>• 1234 South Main Street, Salt Lake City, UT</li></ul></li><li>• Refugee &amp; Immigrant Center – Asian Association of Utah<ul style="list-style-type: none"><li>• 155 South 300 West, Salt Lake City, UT</li><li>• 15-25 hours/week • Morning or afternoon</li></ul></li><li>• Sunnyvale Neighborhood Center, 585 West 3900 So., Salt Lake City, UT • 15 hours/week • Morning</li><li>• Village North (644 North 900 West Salt Lake City, UT – clubhouse)<ul style="list-style-type: none"><li>• 4 hours/week • Afternoon</li></ul></li></ul>
<b>English/work training, then work</b>	
<ul style="list-style-type: none"><li>• LDS Humanitarian Center<ul style="list-style-type: none"><li>• 40 hours/week (20 hours work, 20 hours English)</li><li>• Earn full time income</li><li>• 1665 South Bennett Road (2000 West), Salt Lake City, UT</li></ul></li></ul>	

## Example Success Story:

Diaku Bieke came from Congo to the United States in August 2016. His first languages were French and Swahili, but he learned some English at a refugee camp in Zambia. He attended six years of school in Congo and Zambia. He attended Refugee & Immigrant Center – Asian Association of Utah (RIC-AAU) for about two months and was able to improve his reading and writing in English as well as learn how to use the computer and construct a cover letter and resume. Through the financial literacy grant, he was taught about checking and savings accounts, and setting up a budget. In early November 2016, Diaku attended a job fair held at the RIC-AAU and filled out an application. After interviewing, Diaku was offered a job at Amsco Windows where he works full-time. He is able to be self-sufficient, paying his rent and buying food. He hopes to be able to save money for a car and get his driver's license in the future.

# REFUGEE ELL PROFILE: ENGLISH PLUS

**Years of previous education: 6-12**

**English level: Med/High**

## Realistic Goals:

- Short term: Entry level job
- Long term: General Education Development (GED)/High School Completion (HSC)
- Long term: Specialized training
- Long term: Living wage job

## Suggested Pathways:

### Entry level job + GED Diploma or High School Diploma

- Granite Peaks – GED Classes or Credit completion for Diploma (can offer ELL classes first if needed)
  - GED classes: 12 hours/week, evening
  - Credit completion: Student sets own hours
  - Multiple locations in South Salt Lake and West Valley City (Connection High School, Granger High School and Hunter High School)
- Horizonte – Classes for credit for high school diploma (can offer ELL classes first, if needed)
  - 1234 South Main Street, Salt Lake City, UT

### Short Term training, then work

- Utah Refugee Education and Training Center  
250 West 3900 South, Salt Lake City, UT
  - Employment assistance
    - Steps to Success
    - English Skills Learning Center (ESLC)  
Job Readiness
  - Job training programs
    - Warehousing
    - Composites
    - Microbusiness Connections Center
- Salt Lake Community College (SLCC)
  - School of Applied Technology
    - Multiple course, multiple locations
    - [www.slcc.edu/sat](http://www.slcc.edu/sat)
  - Apprenticeship program
    - Multiple courses
    - [www.slcc.edu/apprenticeship](http://www.slcc.edu/apprenticeship)
  - Associate degrees
    - Multiple programs, multiple locations
    - [www.slcc.edu/gened/index.aspx](http://www.slcc.edu/gened/index.aspx)

## Challenges:

- Language levels may make GED and/or credit programs more difficult for this population. Students can work on English in ELL classes first, if needed.
- Language levels may need to improve before students are admitted into the SLCC School of Applied Technology or apprenticeship programming.

## Example Success Story:

Ahmed is the 19-year-old son of an Afghani interpreter. Ahmed attended secondary school in Afghanistan; and, although his first language isn't English, he studied it in school.

Ahmed enrolled in Granite Peaks evening ELL classes while also working as a security guard weekdays and weekends. Because of his previous English education, he placed in an ELL 5 class. After five months, he moved to GED preparation. He began at the first level of GED preparation, but quickly excelled and progressed through the classes. During his highest level class, he met with a Granite College and Career Counselor and a SLCC representative to discuss college enrollment.

In 10 months, Ahmed finished his classes, passed all his GED tests and received his GED diploma. With a diploma he was given a raise at work. Ahmed is now working with his employer in adjusting his schedule so he can attend college classes. Ahmed's success provides income and increased stability for his entire family.

# REFUGEE ELL PROFILE: U.S. HIGH SCHOOL GRADUATE

**Years of previous L1 education: Very little**

**Years of L2 education: Variable up to 12**

**English level: High**

## Realistic Goals:

- Short term: Entry level job
- Short term: Specialized training, Salt Lake Community College
- Long term: College/university
- Long term: Living wage job

## Suggested Pathways:

Entry level job
<b>Long-term training, then full-time career employment</b> <ul style="list-style-type: none"><li>• Salt Lake Community College (SLCC)<ul style="list-style-type: none"><li>▪ School of Applied Technology certificate program</li><li>▪ Associate degrees</li><li>▪ Multiple programs, multiple locations</li><li>▪ <a href="http://www.slcc.edu/gened/index.aspx">www.slcc.edu/gened/index.aspx</a></li></ul></li><li>• 4-Year Universities<ul style="list-style-type: none"><li>▪ Bachelor's degree</li><li>▪ Master's degree</li></ul></li></ul>

## Who are these learners?

U.S. High School Graduate learners have typically been in the U.S. school system for most of their education. Their heritage language is spoken at home. They have strong oral skills in their first language, but often cannot read or write in that language. Their oral English language proficiency is native-like, if they have been in U.S. schools for more than two to three years. However, their English literacy skills generally lag behind their monolingual English speaking peers. Teemont, Graham, and Pinnegar (2011) describe a number of different circumstances where this type of profile might exist: 1) oral L1 students are submersed in an L2 mainstream environment; 2) children are transitioned from bilingual programs too soon; 3) they are educated in school systems or by teachers who do not hold high expectations for language minorities or lack adequate training to meet their unique needs; 4) when there is inadequate home-school support systems; or 5) children are constantly moving from school to school.

## What are their strengths?

These students have strong social networks in L1 with family and friends, and L2 with classmates, teachers and employers. They are also able to understand and successfully navigate both L1 and L2 cultural expectations and norms.

## What are their needs?

They need to develop academic literacy skills through content-based instruction. They need to participate in extensive reading in L2. They need opportunities to interact with peers and adults. They need to communicate orally and in writing about a wide variety of general and academic topics.

# REFUGEE ELL PROFILE: PROFESSIONAL

**Years of previous education: 12+**

**English level: Any**

## Realistic Goals:

- Short term: Bring up English skills, may need to work entry level job until English is at a med/high level
- Specialized training options
- Decide how and if to transfer professional skills to a similar field here in the U.S.
- Move from low English to med/high English with one year of intensive study

## Suggested Pathways:

**The New American Academic Network (NAAN)** at the University of Utah assists foreign-trained refugees and immigrants in obtaining the assessments, course work and resources needed to integrate into professional employment.

**Salt Lake Community College** credit and non-credit English for academic purposes:

- Beginning through Advanced
- Reading/writing, listening/speaking, grammar, pronunciation, vocabulary
- 4 – 24 hours per week
- English language placement exam required

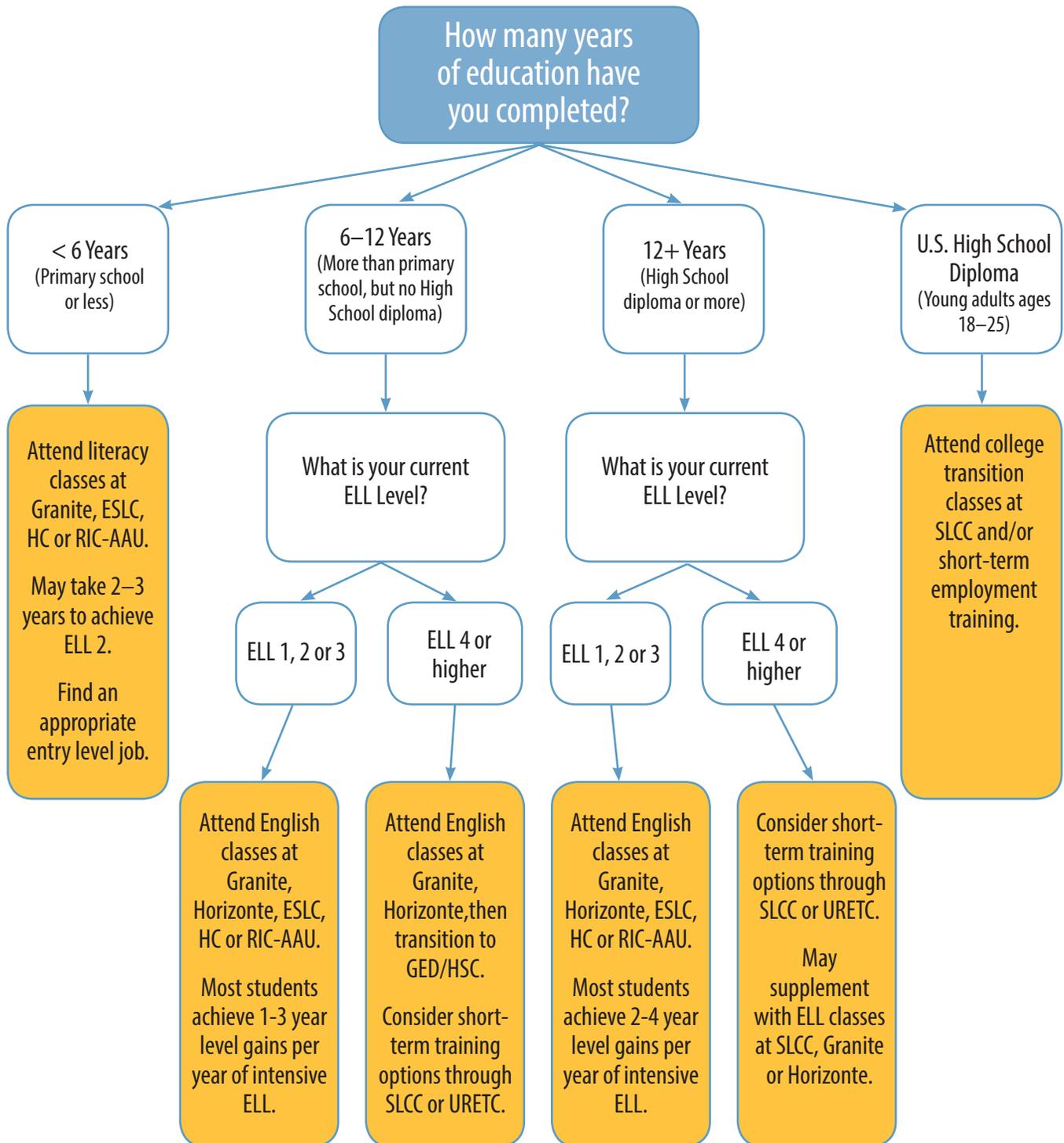
### Academic English Programs

- English Language Institute (ELI) at University of Utah Continuing Education
  - 20 hours/week, 8-week sessions, 5 levels
  - Test of English as a Foreign Language (TOEFL) preparation required for admission if prior education not in an English speaking education system.
- Intensive English Language Institute (IELI) at Utah State University
  - U.S. Ling Institute (4516 South 700 East, Salt Lake City, UT)
  - TOEFL Preparation
  - 20 hours/week
  - [www.usling.org](http://www.usling.org)
- Internexus
  - Salt Lake City and Provo
  - 3.5 week sessions
  - TOEFL preparation
  - [internexus.edu/contact-us](http://internexus.edu/contact-us)

## Example Success Story:

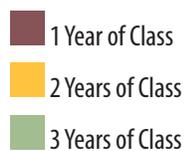
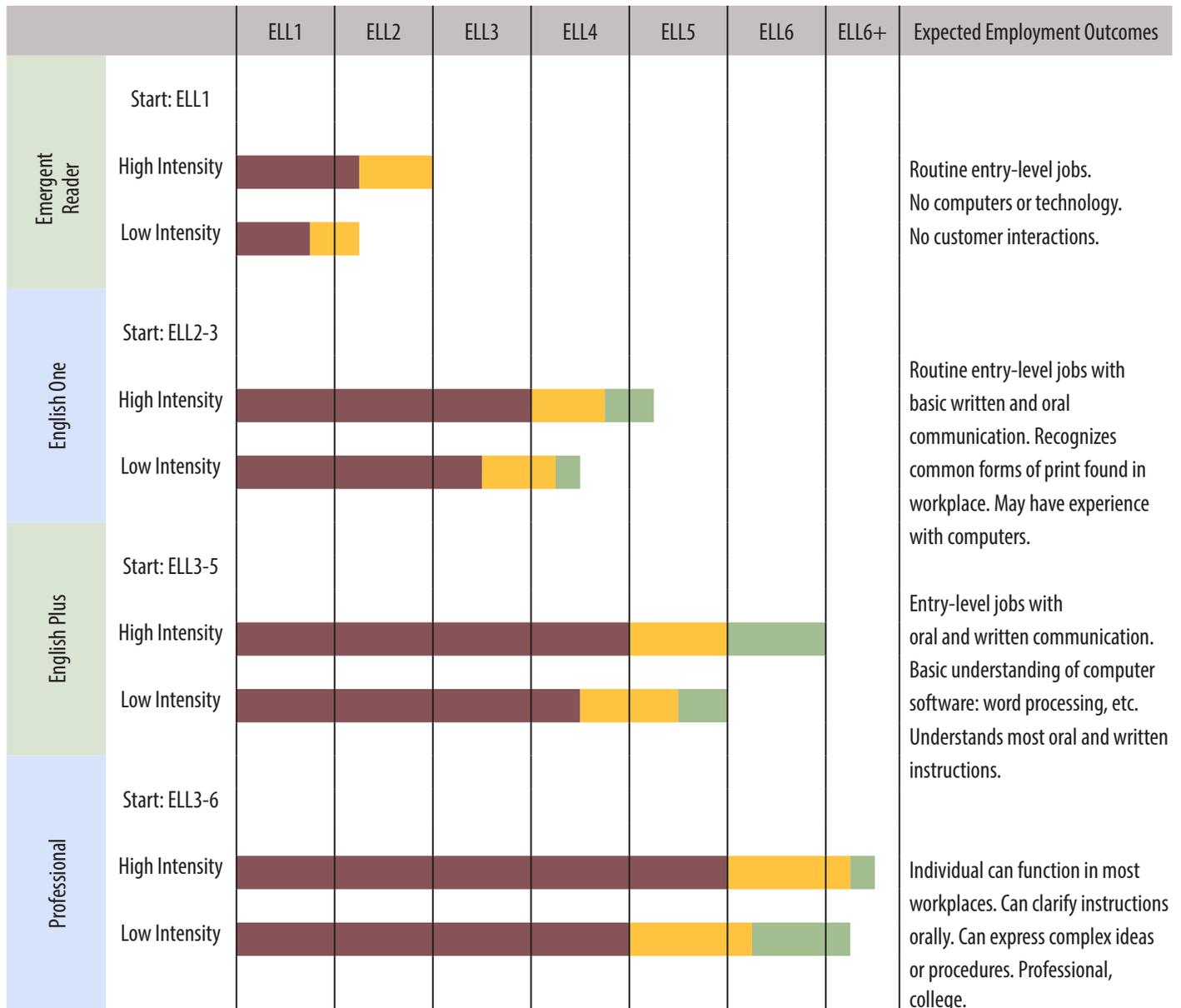
Mohamad came to Utah as a refugee from Iraq. He had a degree in Computer Science from a university in Iraq and had some English language skills. Within a year he had acquired the necessary English to work as the data manager for University Neighborhood Partners while preparing to study further at the University of Utah.

# REFUGEE ELL ASSESSMENT CHART



English Skills Learning Center (ESLC)  
 Granite Peaks (Granite)  
 LDS Humanitarian Center (HC)  
 Refugee & Immigrant Center – Asian Association of Utah (RIC-AAU)  
 Salt Lake Community College (SLCC)  
 Utah Refugee Education & Training Center (URETC)

# ELL EXPECTED LEVEL GAINS OVER TIME



# EXAMPLES OF TYPICAL ELL PROGRESS

(Adult refugees in Utah 5+ years, data from Utopia; LDS Humanitarian Center program)

## Emergent Reader

Name/ID	ELL Progress	ELL Progress Notes	Length of Study
TP, 95805	ELL 1 (2010-2011) ELL 1 (2011-2012) ELL 1 to 2 (2012-2013)	1 level gain in 2 years of intensive study	March 2010 – Feb. 2012 (2 years) Nothing from 2012 to 2017
HA, 105289	ELL 1 (2010-2011) ELL 1 (2011-2012) ELL 1 (2012-2013)	No level gains in 3 years of intensive study (but 20-point gain)	Aug. 2010 – July 2013 (3 years) Nothing from 2013 to 2017
CA, 92341	ELL 1 (2009-2010) ELL 1 (2010-2011) ELL 1 to 2 (2011-2012)	1 level gain in 2 years of intensive study	Jan. 2010 – Dec. 2011 (2 years) Nothing from 2012 to 2017
CA, 49175	ELL 1 (2009-2010) ELL 1 (2010-2011) ELL 1 to 2 (2011-2012) ELL 1 (2012-2013)	1 level gain in 3.5 years of intensive study	March 2008 (short time, no post test) Oct. 2008 (short time, no post test) Sep. 2009 – Jan 2013 (3 years, 5 months) Dec. 2013 (short time, no post test) Nothing from 2014 to 2017
EB, 107149	ELL 1 (2010-2011) ELL 1 (2011-2012) ELL 1 (2012-2013)	No level gains in 2.5 years of intensive study (but 10-point gain)	Sep. 2010 – Jan. 2013 (2.5 years) Nothing from 2013 to 2017

## English One

Name/ID	ELL Progress	ELL Progress Notes	Length of Study
DS, 120029	ELL 1 to 2 (2010-2011) ELL 2 to 3 (2011-2012)	2 level gains in 1 year of intensive study	Aug. 2011 – Oct. 2012 (1 year, 2 months) Nothing from 2012 to 2017
MR, 112889	ELL 1 to 2 to 3 (2010-2011) ELL 3 to 4 (2011-2012) ELL 5 to 6 (2015-2016)	5 level gains in 2 years of intensive study	Jan. 2011 – April 2012 (1 year, 3 months) A few weeks from 2012 to 2013 1 month from 2013 to 2014 Sep. 2015 – March 2016 (7 months) A few weeks from 2016 to 2017
EB, 98279	ELL 2 to 3 (2010-2011) ELL 2 to 3 to 4 (2011-2012) ELL 5 to 6 (2016-2017)	4 level gains in 3 years of intensive study	Sep. 2010 – Nov. 2012 (2 years, 2 months) Jan. 2015 (short time, no post test) July 2016 – Feb 2017 (7 months)
RA, 100876	ELL 1 to 2 to 3 to 4 (2010-2011) ELL 4 (2011-2012)	3 level gains in 2 years of intensive study	May 2010 – Jan. 2012 (1 year, 8 months) Nothing from 2012 to 2017
CB, 120123	ELL 1 to 4 to 3 (2011-2012) ELL 2 to 3 (2012-2013) ELL 4 to 5 (2015-2016)	4 level gains in 1+ year of intensive study over 5 years (non-consecutive months)	Aug. 2011 – Jan. 2012 (5 months) Nov. 2012 – June 2013 (7 months) Jan. 2016 – March 2016 (2 months) Nothing from 2016 to 2017
CB, 85794	ELL 1 (2009-2010) ELL 1 to 2 to 3 (2010-2011) ELL 1 to 3 to 4 (2011-2012)	3 level gains in 2 years of intensive study	Oct. 2009 to Nov. 2011 (2 years) Nothing from 2011 to 2017

## English Plus

Name/ID	ELL Progress	ELL Progress Notes	Length of Study
AS, 110156	ELL 3 to 4 to 5 (2010-2011) ELL 4 to 6 to Adult Basic Education 1 (2011-2012)	4 level gains in 1.5 years of intensive study	Dec. 2010 – March 2012 (1.5 years) Nothing from 2012 to 2017
PDK, 92033	ELL 1 to 4 (2009-2010) ELL 4 (2010-2011) ELL 4 to 5 to 6 (2011-2012)	5 level gains in 1 year of intensive study	Jan. 2010 – March 2010 (2 months) March 2011 to Dec. 2011 (9 months)
AJ, 76232	ELL 2 (2009-2010) ELL 3 (2010-2011) ELL 3 to 5 (2011-2012) Adult Basic Education 1 (2012-2013)	3 level gains in 2.5 years of intensive study	May 2009 – Dec. 2009 (7 months) March 2011 – Jan. 2013 (2 years)

## Professional

Name/ID	ELL Progress	ELL Progress Notes	Length of Study
RM, 108957	ELL 3 to 4 (2011-2012) Adult Basic Education 2 to 3 (2012-2013)	2 level gains in 1.5 years of intensive study	Dec. 2011 – May 2013 (1.5 years) Nothing from 2013 to 2017
AAH, 76317	ELL 3 to 4 to 5 (2009-2010) Adult Basic Education 1 to 2 to 3 (2010-2011)	4 level gains in 2 years of intensive study	May 2009 – April 2011 (2 years); returned Jan. 2012 – March 2012 (2 months) Nothing from 2012 to 2017
SM, 99489	ELL 3 to 5 (2010-2011) Adult Basic Education 1 to 2 (2011-2012)	3 level gains in 1.5 years of intensive study	Sep. 2010 – April 2012 (1 year, 7 months) Nothing from 2012 to 2017
AR, 104377	Adult Basic Education 1 to 2 to 4 (2010-2011) Adult Basic Education 2 (2011-2012)	3 level gains in 1.5 years of intensive study	Aug. 2010 – Dec. 2011 (1.5 years) Oct. 2012 (short time, no post test) Nothing from 2012 to 2017

# ELL PROGRAMS IN SALT LAKE COUNTY

	English Skills Learning Center	Granite Peaks	Murray School District	Horizonte	LDS Humanitarian Center	Refugee & Immigrant Center - Asian Association of Utah	Salt Lake Community College	Corporate Solutions
# of Refugee Students		More than 1,500 students enrolled; over 350 refugees	40 (must be Murray City residents)	1,766 (20% refugee); 20-25 students/class	150 at any given time (6 groups of 25)	Small class sizes	600 full time	
Median Student Age		25-44	30 years old		48% aged 24-44 40% aged 45+ 12% aged 19-24	30-60		
Cost		\$25 a quarter or class	\$15/wk	\$35 for 30 hrs/wk; \$25 evening classes	Students are paid for 8hr/day (4 hrs ELL, 4 hrs work)	Free and low cost		
Individualized Program Support		Yes for both: ELL and Adult High School Completion (AHSC)	x					
BEST Test	x		x			X		
CASAS Placement Test		x		x	x		x	x (reading only)
TABE Test		x			x (few higher level students)		x	
Student Level Gains		ELL: Testing every 60 hrs AHSC: Testing every 50 hrs		x		Testing every 60 hours		
Level 1 - Not literate, low English, adult	x	x				x		
Level 2 - Low literacy, aptitude to learn	x	x				x		
Level 3 - some education, high aptitude, low English	x	x		x		x		
Level 4 - high verbal English, low literacy (under employed)	x	x		x				
Level 5		x		x				
Instructional Hours	<ul style="list-style-type: none"> <li>Life Skills &amp; Empowering Parents 2x/wk, 3 hrs total</li> <li>Job Readiness, Citizenship &amp; HC 5-15 hrs/wk (depending on class)</li> </ul>	Day ELL: 5 hrs/day Night ELL: 7.5 hrs/week AHSC GED Prep: 12 hrs/week AHSC Credit completion: Varies; student sets schedule			4 hrs/day, 5 days/wk	25 hrs/week (5 day & 2 evening classes)		
Class Focus Areas	<ul style="list-style-type: none"> <li>Job Readiness</li> <li>Empowering Parents</li> <li>Life Skills</li> </ul>	ELL: Lifeskills, workskills AHSC: College and career readiness			Workplace English	<ul style="list-style-type: none"> <li>Job Readiness</li> <li>Civics Education</li> <li>Financial Literacy</li> <li>Academic English</li> </ul>		
Volunteer Teachers	x						x	
Academic Preparation								
CEA Accreditation		Northwest Association of Accredited Schools					x	
Open Entry/Exit		ELL: Yes AHSC GED: No AHSC Credit: Yes		x		Year-round open enrollment		
Multiple Sites		GPLC (Day ELL, Night ELL, Night AHSC) Granger Night (ELL, AHSC) Hunter Night (AHSC) HC (ELL) Metro Jail (ELL, AHSC)		x		RIC-AAU & Sunnyvale Neighborhood Center		

# ELL MAPPING

PATHWAYS	PRE-ASSESSMENT (ALL LEVELS)	CURRENT ELL OPTIONS	DURATION OF STUDY	TIME/INTENSITY	EXIT PARAMETERS	SURVEY RESULTS	# SERVED FFY16
Employment Counselor enrolls the refugee in ELL	CASAS	Granite Peaks ELL	8 weeks 8 months	4-6 hrs/day (2 hr blocks)	Job/can continue on TANF Pass citizenship ELL Level 6	Attendance range: 3 mos. - 2 yrs. Attendance average: 9.4 mos. Level gains range: 0 - 3 Level gains average: 1.6	196 students 29 level gains \$171,000
	CASAS	Horizonte ELL	Varying length of time	4-6 hrs/day	Data Not Available	Attendance range: 2 mos. - 6 yrs. Attendance average: 19 mos. Level gains range: 1 - 4 Level gains average: 2	Data Not Available
	CASAS	Horizonte - High School / GED			ELL Level 6	Data Not Available	Data Not Available
Case Manager refers match grant customers to ELL	BEST	ESLC Job Readiness	8 weeks	3 hrs/day	Embedded in NC, URETC / Community-based/open entry & exit	Attendance range: 2 mos. - 4 yrs. Attendance average: 14.8 mos. Level gains range: 0 - 4 Level gains average: 2.2	116 students
	BEST	ESLC Emergent Reader Class	Ongoing - open enrollment			Data Not Available	Data Not Available
	BEST	RIC-AAU	Length varies based on level	2-4 hrs/day	Job development	Attendance range: 1 mos. - 22 mos. Attendance average: 11.6 mos. Level gains range: 0 - 2 Level gains average: 0.8	253 students 69 level gains \$162,672
Refugee self-navigates to ELL	CASAS	Humanitarian Center GP & ESLC	1 year	4 hrs/day	1 year to employment (job developer)	Attendance range: 8 mos. - 12 mos. Attendance average: 10 mos. Level gains range: 0 - 3 Level gains average: 1.6	445 students 174 level gains \$757,964.72
	CASAS	SILCC Classes	16 week semester class	3-5 hrs/day	after earning certificate higher education	Data Not Available	Data Not Available
	TABE	Granite Peaks Adult High School Completion	Data Not Available	3 hrs (4 times/wk)	after earning diploma or GED move to employment or SILCC	Data Not Available	Data Not Available

Please note: ELLs make progress based on what their background is and Emergent Readers require more time and intensive study, often with less progress. Program data shows great variance and doesn't always identify ELL Profiles for participants.

# LITERACY AND ORAL TEST EXAMPLES

## Literacy Assessment 1

b      S      f      A      r      U

bag      RED      pig      COD

MY NAME IS \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

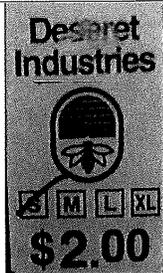
Do you work? \_\_\_\_\_

When is your birthday?

\_\_\_\_\_

How long have you lived in the United States?

\_\_\_\_\_



What size is it?

\_\_\_\_\_

How much does it cost?

\_\_\_\_\_

## Literacy Assessment 2

Have the client read the sample sounds, words, or sentences to determine their basic literacy level.

Literacy 1

s h m t d r c

Literacy 2

mom bag gum red hot

Beginning

He is working. He has a full time job.

Low Intermediate

The supervisor asked him to start tomorrow. It will be a difficult job, but the salary is good.

High Intermediate

Every applicant is required to get a background check. It is also a requirement to pass a drug test. What are two requirements for this job?

## Oral Assessment

Ask the client these questions to determine a general speaking/listening level.

A student must take a pre-test from Granite, Horizonte, English Skills Learning Center (ESLC), or Refugee & Immigration Center – Asian Association of Utah (RIC-AAU) to determine an official English Language Learners (ELL) level.

Also use the Literacy Assessment on the following page to determine a general literacy level.

<p><b>What is your name?</b></p> <p><b>Where are you from?</b></p>	<p>Students who struggle to answer these questions will probably be ELL 1.</p> <p>Students who can answer these questions (but struggle with the next set) will probably test at ELL 1.</p>
<p><b>How long have you lived in the United States?</b></p> <p><b>Tell me about your family.</b></p>	<p>Students who can answer these questions (but struggle with the next set) will probably test at ELL 1 or 2.</p>
<p><b>How much education did you have in your country?</b></p> <p><b>Have you taken English classes at a school in Utah? At which school? Which level?</b></p> <p><b>Do you work now? What is your job? How long have you had your job?</b></p> <p><b>What kind of work did you do in your country?</b></p> <p><b>What kind of work are you interested in doing in the future?</b></p>	<p>Students who give short, incomplete, or incorrect answers to these questions may test at ELL 3.</p> <p>Students who give full, complete and logical answers to these questions may test at ELL 4 or above.</p>

# ELL GUIDELINES

	Speaking and Listening Skills	Reading and Writing Skills	Functional and Workplace Skills
<b>ELL 1</b> Beginning ESL Literacy CASAS <180	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology
<b>ELL 2</b> Low Beginning ESL CASAS 181-190	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
<b>ELL 3</b> High Beginning ESL CASAS 191-200	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent rereading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
<b>ELL 4</b> Low Intermediate ESL CASAS 201-210	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
<b>ELL 5</b> High Intermediate ESL CASAS 211-220	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using tech.

	Speaking and Listening Skills	Reading and Writing Skills	Functional and Workplace Skills
<b>ELL 6</b> Advanced ESL CASAS 220+	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multiparagraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require nontechnical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

## Typical ELL Progress

**Emergent Reader** — Adults in this category begin at ELL 1 and may require two to three years of intensive English study (15 hours per week or more) in order to move to ELL 2. Individuals in the Emergent Reader category who are young, motivated, and actively participating in intensive education programs for 3-5 years may reach ELL 2 or ELL 3.

**English One** — Adults in this category begin at ELL 1 or 2 and would be likely to progress one to two levels with each year of intensive education. Individuals in the English One category who are motivated and actively participating in intensive education programs for 3-5 years may reach ELL 5 or 6. Those participating in less intensive education programs (less than 10 hours per week) would be likely to progress more slowly, and may reach ELL 5 or 6 with 5-10 years of study.

**English Plus** — Adults in this category begin at ELL 3, 4, or 5 and would be likely to progress one to two levels with each year of intensive education. Individuals will progress more quickly in an intensive education program, or at a slower pace in a less intensive program. A motivated adult in this category who begins at ELL 3 or 4 could reasonably be expected to achieve ELL 5 or 6 with 1-2 years of intensive study or 2-5 years of less intensive study. After an individual achieves ELL 5 or 6, he or she can begin GED or Adult High School Completion programs. After achieving ELL 5 or 6, a student with no previous high school experience may require 3-5 years of intensive study to complete GED or AHSC. A student with high school experience in their native language may be able to complete GED or AHSC much more quickly.

**U.S. High School Grad** — This category includes young adults between the ages of 18 and 25 who have earned a High School diploma from an American high school. They would normally test at ELL level 5 or 6 in their English ability. (Young adults who do not speak English well and who have not obtained a diploma from a US High School would be considered in one of the other categories above). If a student in this category has a diploma, but does not have the skills to succeed in college level classes, they may need to take 1-2 years in preparation classes at SLCC to become college ready.

**Professional** - Adults in this category may begin at ELL 1, 2, 3, 4, 5, or 6. Because of their high level of education in their previous country, individuals in this category usually move from one level to the next quite quickly. It would be reasonable for an adult in this category to progress 2-3 levels per year in an intensive education program, or 1-2 levels per year in a less intensive education program.

**Note:** Factors such as age, mental health, and family stability play a large role in a person's ability to focus and succeed in language learning. Older students or those dealing with health or family challenges will usually need extra time to make progress in English ability.

# ENDING SUMMARY

Teaching functional English to refugees to help them access family-sustaining employment and navigate systems to meet their needs is an important outcome. There are several ELL classes in Salt Lake County offered to refugees at multiple levels. Currently there is limited coordination between these ELL resources and potential employment options for refugees. The following are some key points to consider.

- **Profiles**
  - ◆ These basic profiles allow us to identify what ELL level the refugee is at and look at realistic goals to support their ELL and employment outcomes.
- **Assessment**
  - ◆ Simple assessment can be given by caseworker or employment counselor to determine the best pathway.
  - ◆ All ELL programs will have appropriate pre- and post-test assessments given at regular intervals.
  - ◆ Case managers/employment counselors may be able to request Utopia access to monitor progress.
- **Long-term plan or pathway**
  - ◆ Help the student to develop a long-term plan beyond initial class enrollment.
  - ◆ Student's initial goals should be to gain functional English that allows them to successfully navigate employment and other basic life skill needs.
- **Identify multiple opportunities for refugees to learn English in addition to placing them in an appropriate classroom that can be immediately applied to their lives, such as:**
  - ◆ Participating in conversational English.
  - ◆ Using technology-based learning.
  - ◆ Encouraging the customer to immerse themselves in everyday opportunities to learn English, such as watching television and movies.
  - ◆ As appropriate, encouraging work, internships or volunteering to provide multiple venues for English learning in everyday life.
  - ◆ Offering volunteer home tutoring.
- **Coordinated Case Management**
  - ◆ Including some basic training regarding ELL for employment counselors and case managers is important in order for them to agree on common short- or long-term outcomes related to ELL for their customers.
  - ◆ In designing participation hours for Family Employment Program (FEP) customers, it is important to note that limiting the number of hours of ELL instruction per day — particularly for lower level learners — can help ensure they have the capacity to learn English.
  - ◆ The length of time it takes a refugee to learn English varies and is dependent on what level they start at upon entering the country. The most difficult progress is for refugees who are emergent readers. Refugees who begin at this level require intensive support over a longer period and may remain at this level for two years or longer.
  - ◆ Employment counselors need to include a variety of skill-based learning from ELL to employment workshops and classes offered at the Utah Refugee Education and Training Center.



ENGLISH LANGUAGE  
LEARNERS (ELL)  
PATHWAYS FOR REFUGEES

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